

Module 3- reading 1 reflection- Sandra I Berger

Rationale

Gifted children learn faster and in greater depth, understand complex ideas and have different interests.

Content

Students should be encouraged to think about subjects abstractly and in a complex way. It should be flexible and encourage higher order thinking.

Product

The product can reflect the students learning style. The student should explore real life problems, concepts etc. The student can also do a self evaluation.

Management strategies

- Non judgmental
- Self initiated learning
- Inquiry based
- Connects school to the greater world.

Principles

- More advanced enrichment
- Thematic
- Broad based learning
- Integrative

Process

- Self directed
- Self evaluative
- Complex learning

- Involve some kind of physical movement

Learning Environment

- Non judgmental
- Inquiry based
- Self initiated learning

Module 3- reading 2 reflection- Tracey Riley

Rationale

All children learn differently.

Educators must take into account children's learning styles, interests and abilities, rates of learning, motivation and parental support.

Content

What- concepts, ideas, facts.

Product

Why-outcomes

Management strategies

- Identify core curriculum
- Assess student knowledge of the curriculum
- Identify and plan core and complex content with a variety of products

Principles

- Build on past achievements
- Provide opportunity for success
- Remove barriers to learning

Process

How- methods and strategies

Learning Environment

- A variety of ways to explore the curriculum content
- Provision of an array of processes for understanding and 'owning' information
- Provision of options for demonstrating or exhibiting what has been learnt.

Module 3- Reading 3 Reflection- Carole Ann Tomlinson

Rationale

Variety of learning style

Different readiness, interest and learning profiles

Content

Sense making activities

Variety of options where children can demonstrate what they have learned

Product

Group investigation

Criteria negotiated jointly by teacher and student

Management strategies

Ongoing assessment

Flexible grouping

Students actively explore.

Principles

- Instruction is concept focused and principle driven
- Ongoing assessment
- Flexible grouping is consistently used
- Students actively explore

Process

- Interest centers, compacting, and complex instruction
- Tiered sense making activities
- Graduated task and product rubrics.

Learning Environment

Computer programs

Interest centers

Group investigation

Module 3- Reading 4 Reflection- Lynne Mackensie-Skyes

Rationale

There are long term academic benefits without effecting the student's social and emotional development. Matched educational needs of a talented student and facilitates the development of study skills.

Content

- Curriculum flexibility
- Flexible pacing
- Developmental placement

Product

- Acceleration should refer to the rapid rate of a child's cognitive development.
- Appropriate curriculum
- Educational services are at a level to meet the student's readiness and needs.

Management strategies

- Advancement happens as naturally as possible
- Teacher receiving child must be enthusiastic
- Parents have a positive approach

Principles

- Child should have IQ of 130 or above
- Child should be in good health
- Parents have a positive approach

Process

- Psychological evaluation of the child's intellectual ability
- Natural transition
- Trial basis

Learning Environment

- Diversity in teaching and learning experiences
- Ability grouping
- Enrichment

Author raises concerns some educators and community members might have about social and emotional issues associated with acceleration. What might these issues be?

- Program isn't well supported by the school.
- Lack of evidence to support the decision to advance the student
- Could affect the students peers opinions of them